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ABSTRACT

This report describes characteristics of teacher education faculty who are teaching the introductory foundations courses, their background and preparation, scholarly productivity, field activity, professional activities and salaries. The study population was drawn from member institutions of the American Association of Colleges for Teacher Education (AACTE). The report also presents comparisons between these faculty and the secondary methods faculty described in the AACTE 1986 Research About Teacher Education (RATE) study. For purposes of the questionnaire, foundations of education is defined as those education courses or course components which engage students in a critical examination of the relationships between the disciplines (e.g., philosophy, sociology, history) and educational practice and policy. The profile of a foundations of education professor is that of a middle-aged, white, male who is busy in a variety of professional endeavors, tenured, promoted, and place-bound. Data gathered by the survey are presented on graphs. (JD)

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THE EDUCATION PROFESSORIATE:

Introductory Foundations Faculty, 1987 RATE Data

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SP030272

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BEST COPY AVAILABLE

This section of the report describes characteristics of the faculty teaching the introductory foundations courses, their background and preparation, scholarly productivity, field activity, professional activities, and salaries. It presents comparisons between these faculty and the secondary methods faculty described in the 1986 RATE study. Finally, it indicates differences between male and female data.

DEMOGRAPHICS

The faculty are approximately 91% white, 5% black, and 4% Asian or Pacific Islander. There are no Hispanics, American Indians or Alaskan Natives in the group. 72.4% of the faculty are males and 27.6% females. More than 70% of the faculty are white males. The percentage of minority faculty is too small to permit any interpretation of the data beyond a general lament about the low percentage of minority faculty teaching these courses to the future teachers of America.

The faculty are largely tenured and heavily at the upper ranks, conditions related to their age and experience.

Table 1

Faculty Rank and Tenure

Prof.	Assoc. Prof.	Ass't Prof.	Other	Tenure
44.7	29.6	20.4	5.2	70.7

The faculty average age is 49; males average slightly over 50

and females nearly 47. Both male and female professors' average age is 53 and associate professors' average is 47. Male assistant professors average 43 while females average 46. Faculty mean salaries are $29,732 at stratum 1, $32,309 at stratum 2, and $35, 470 at stratum 3.

Approximately 80% of the faculty hold the doctorate. The percentage of those with the doctorate varies somewhat from stratum to stratum: stratum 1, 81%; stratum 2 76%; and stratum 3, 85.2%. The percentage of those holding the Ed. D. or the Ph. D. varies considerably from stratum to stratum.

INSERT FIGURE 1

The much larger percentage of those with Ph. D. degrees in education at Stratum 3 institutions may be related to the heavier research emphasis at these institutions, given the research focus of Ph. D. programs in recent years.

The faculty are stable; they have been in higher education for an average of more than 16 years and at their current institutions for an average of more than 13 years. 71.9% of them expect to remain at their current institutions with only 10% uncertain. Many faculty have been at several institutions early in their careers, with the average number of institutions slightly over two.

These faculty generally prefer the titles of professor (31.7%) or professor of education (35.2%) with only 14.5% preferring teacher educator. The preferences contrast sharply with those of the secondary methods faculty of a year ago.

INSERT FIGURE 2

Secondary methods faculty have higher preferences for discipline-specific titles for teacher educator than that of the introductory foundations faculty. These differences, particularly the preference for discipline-specific titles, may have much to do with the nature of the courses themselves and the backgrounds of the faculty. Secondary methods faculty generally have had considerable preparation in a discipline such as English or mathematics and may strongly identify with that discipline. Also, as later remarks will show, the secondary methods people are likely to spend considerably more time in the schools and hence may be more comfortable with the term teacher educator.

THE COURSE AND FACULTY PREPARATION

The RATE committee agreed upon the following definition for the introductory foundations course:

> DEFINITION: For purposes of this questionnaire, <u>foundations of education</u> is defined as those education courses or course components which engage students in a critical examination of the relationships between the disciplines (e.g., philosophy, sociology, history) and educational practice and policy. This course(s) or course components are part of the professional education sequence and not part of the general studies/liberal arts curriculum. Foundations of education is <u>not</u> defined as an introduction to education course which primarily serves to provide a

career orientation function, nor is it a course in educational psychology or related courses (e.g., child development or psychology of the adolescent). Rather the emphasis is on selected societal problems which are examined for their relationship to schools.

This definition of an introductory foundations course was part of the questionnaire, and institutions were enjoined NOT to complete the course and faculty questionnaires if they had no courses approximating this description. Still, the word "foundations," a variant of it, or a word from traditional foundations emphases such as "historical" or "philosophical" appears in only 60% of the course titles. Among the other course titles are Children's Literature and Language, Human Development and Learning, Teaching Secondary School Subjects, Learning in the Schools, Instructional Management, and Introduction to Professional Education.

This lack of correspondence between course titles and traditional foundational areas may result from the fact that less than 32% of those teaching the courses have doctoral degrees in foundational disciplines. Among the concentrations of doctoral study of reporting faculty are Educational Administration, Business Education, Early Childhood, Hearing, Higher Education, Social Studies, Special Education, and Urban Education. Thus a course offered as a core requirement in many institutions in what is considered a central emphasis in education has neither titles nor foci consistent from campus to campus nor faculties prepared

in areas of study critical to the discipline. Also of note is the fact that 78% of the faculty with doctoral study in traditional foundational areas are in stratum 3 institutions.

The discrepancy between course titles and faculty study with traditional foundational areas suggests that a more comprehensive study of foundations courses for undergraduates may be in order; titles of courses may be misleading. It also may suggest that part of teacher education reform might include reexamination of these courses and their place in professional preparation, the content they should contain, and the preparation appropriate for those who teach them.

FACULTY ACTIVITIES

Across the major areas of faculty work, time is about evenly split through the three strata with the two exceptions being administration and scholarship and research.

INSERT FIGURE 3

Faculty in stratum 1 institutions clearly spend considerably more time administering such things as programs and student schedules while faculty in stratum 3 institutions give more than twice as much time to scholarship and research as do their colleagues in stratum 1 and 2 institutions.

The latter distinction may be reflected in the considerably higher output of articles in refereed journals over the lifetime with faculty in stratum 1 averaging nearly two articles; faculty in stratum 2, three; and faculty in stratum 3, thirteen.

INSERT FIGURE 4

Figure 4 shows faculty scholarly productivity another way. More than 50% of the faculty in stratum 1 and stratum 2 institutions have published no refereed articles lifetime; 40% of the faculty in stratum 3 institutions have published eleven or more. There is a corresponding relationship between the percentage of effort faculty perceive that their institutions would like them to devote to scholarship and their productivity: stratum 1, 14%; stratum 2, 17%; stratum 3, 32%.

Scholarly activity is defined in part by active participation and attendance at meetings and conferences. Introductory foundations faculty attending, on average, two meetings per year. Approximately 64% of the faculty received institutional support for conference attendance, with the average figure $489. Another way of reporting at the situation reported is to say that 36% of the faculty received no support.

In addition to scholarly activity, introductory foundations faculty teach, advise, hold regular office hours and perform the expected range of tasks of higher education faculty.

Table 2: Courses Taught Per Year

Mean	Stratum 1	Stratum 2	Stratum 3
5.9	5.3	6.4	5.8

Table 3: Office Hours Per Week

Mean	Stratum 1	Stratum 2	Stratum 3
9.2	9.7	10.8	7.5

They also serve on committees within the education unit and within the larger institution. In brief, they generally perform

the academic, administrative and service duties expected of faculty.

The faculty belong to a variety of organizations and associations, many of which are displayed in Figure 5.

Insert Figure 5

Included are both scholarly organizations such as American Educational Research Association (AERA) and faculty associations such as the National Education Association (NEA).

INTRODUCTORY FOUNDATIONS AND SECONDARY FACULTY: SOME DIFFERENCES

There are some notable differences in the profiles of introductory foundations and secondary methods faculty, several of which have been alluded to already. They differ significantly in distribution of rank at the full professor and assistant professor levels while being tenured at a similar 70% rate.

INSERT FIGURE 6

The two faculty cohorts also differ in how they spend their time on a weekly basis.

INSERT FIGURE 7

Secondary faculty spend 90% more time in supervising student teachers (Super) than do foundations faculty, while the latter spend approximately 30% more time in scholarly activities (Schol), a distinction not reflected in lifetime productivity of refereed articles. Neither group provides much inservice (Ins); both spend approximately the same amount of time in campus committee work (Comm).

The faculties differ also both in how much time they spend

in the schools monthly and what they do when they are there.

INSERT FIGURE 8

Secondary faculty spend nearly twelve hours more monthly in the schools with the major differences occurring in supervision of early field experiences (S-EFE) and student teaching (S-STG). And while the amount of time is small, secondary faculty devote more time to conducting research in the schools.

The grading patterns of the two faculties are quite different.

INSERT FIGURE 9

77% of the students in the secondary methods courses receive A's and B's while 65% of the students in the foundations courses receive similar grades. The disparity is even greater in the distribution of A's. 9% of the students in introductory foundations courses received D's or F's while but 3% of the students in the secondary methods courses received similar grades. One possible explanation for the grade differences is that introductory foundations courses are usually taken earlier in students' programs and will consequently include some academically weaker students who will no longer be in the program by the time of the secondary methods courses. Those admitted to advanced courses should achieve somewhat better grades, if a good screening program is in effect. It is interesting to note that the introductory foundations faculty require, on average, 5.8 hours of outside of class activities while the secondary methods faculty require 7.5 hours. The latter difference may be

explained in terms of expectations of activities in the field by students in the secondary methods course.

GENDER DIFFERENCES

The preceding data have shown aspects of the foundations and secondary methods professoriate as a whole. In this section, the data are presented by gender and reveal interesting differences. Faculty rank percentages show a sharp distinction.

Insert FIGURES 10 AND 11

While females constitute nearly 28% of the total faculty, only 19% hold full professorships and 45% hold assistant professorships. Figure 6 shows that males hold 88% of the full professorships while females hold 63% of the assistant professorships.

Male faculty have experienced more mobility in the early stages of their careers; over 70% have been at two or more institutions while but 47% of females have. And while male faculty have held positions in more places, they have also been in their current places longer than females.

INSERT FIGURES 12 AND 13

Finally, males clearly dominate numerically at stratum 3 institutions, a condition that also prevailed in the RATE studies of 1986 and 1987.

INSERT FIGURE 14

Salaries by gender, rank, and institution also reveal differences.

INSERT FIGURE 15

As is the case with rank, tenure and other items of faculty life, the salary differences may be in part a function of time in the profession and, in terms of these data, limited sampling. For example, there is only one female full professor who salary is reported in a stratum 1 institution. (It may be even more interesting that the salary is $20,000.) Yet the data, over a two year period, do suggest dilemmas in gender differences that the professoriate might well attend to.

The differences reported above may be, in part, responsible for the last figure reflecting differences in scholarly productivity between males and females in the 1987 data.

INSERT FIGURE 16

Differences in scholarly productivity may reflect time in the profession, nature of entry into the profession, roles espoused in early years in the profession, the reward system, and professional expectations. They clearly merit further study, as do most of the differences observed here.

SUMMARY

The faculty teaching the introductory foundations courses are like faculty in most places and most disciplines: middle-aged, white, male, busy in a variety of professional endeavors, tenured, promoted, and place-bound. The combinations of changes which may emanate from the national reform movements in teacher education curricula and the increasing number of faculty who will be retiring suggest changes might lie in the future. For the present, these are the faculty teaching future teachers in their

first course in professional education.

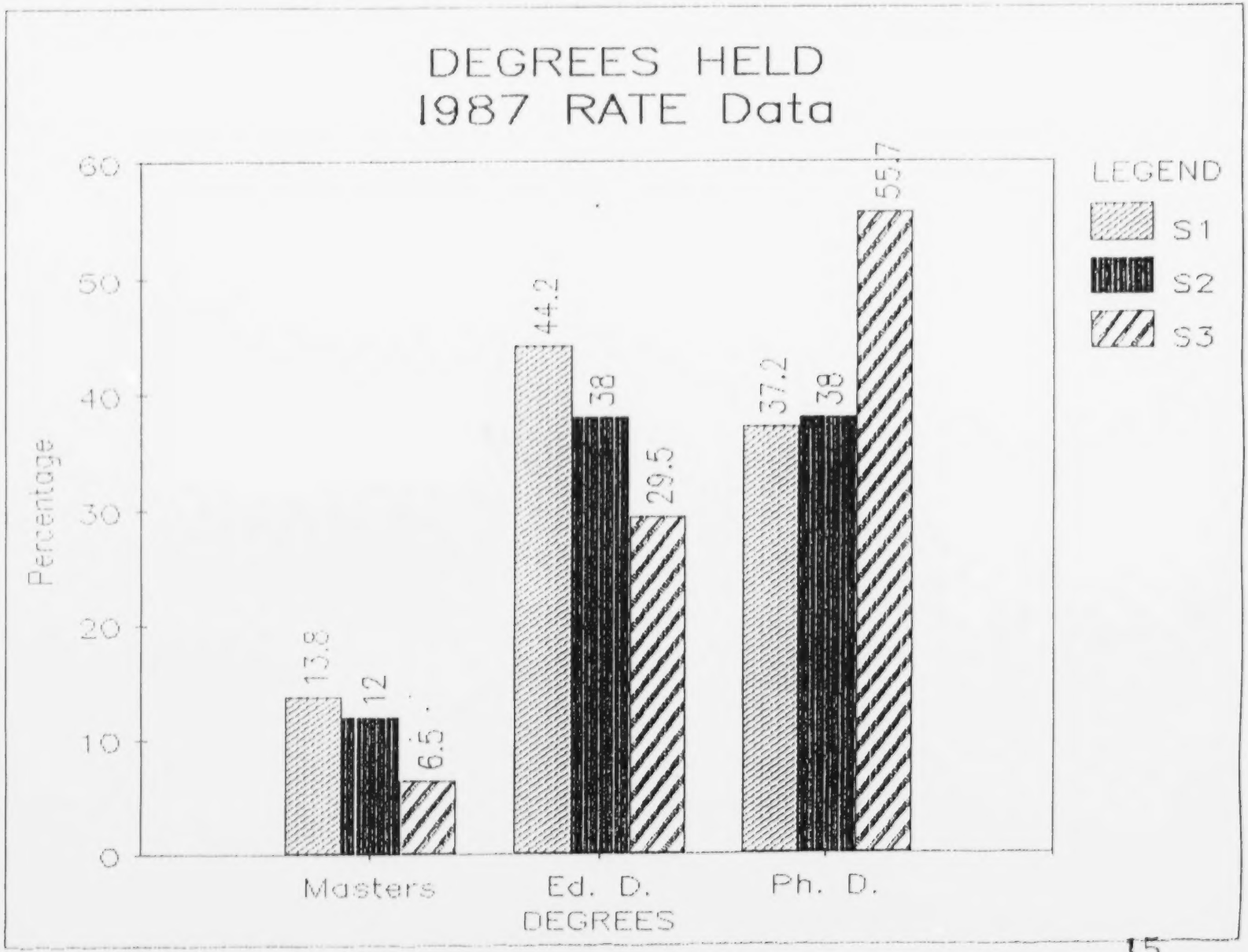

DEGREES HELD
1987 RATE Data
Percentage
60
50
40
30
20
10
0
13.8
12
6.5
44.2
38
29.5
37.2
38
55.7
LEGEND
S1
S2
S3
Masters
Ed. D.
Ph. D.
DEGREES

Figure 2

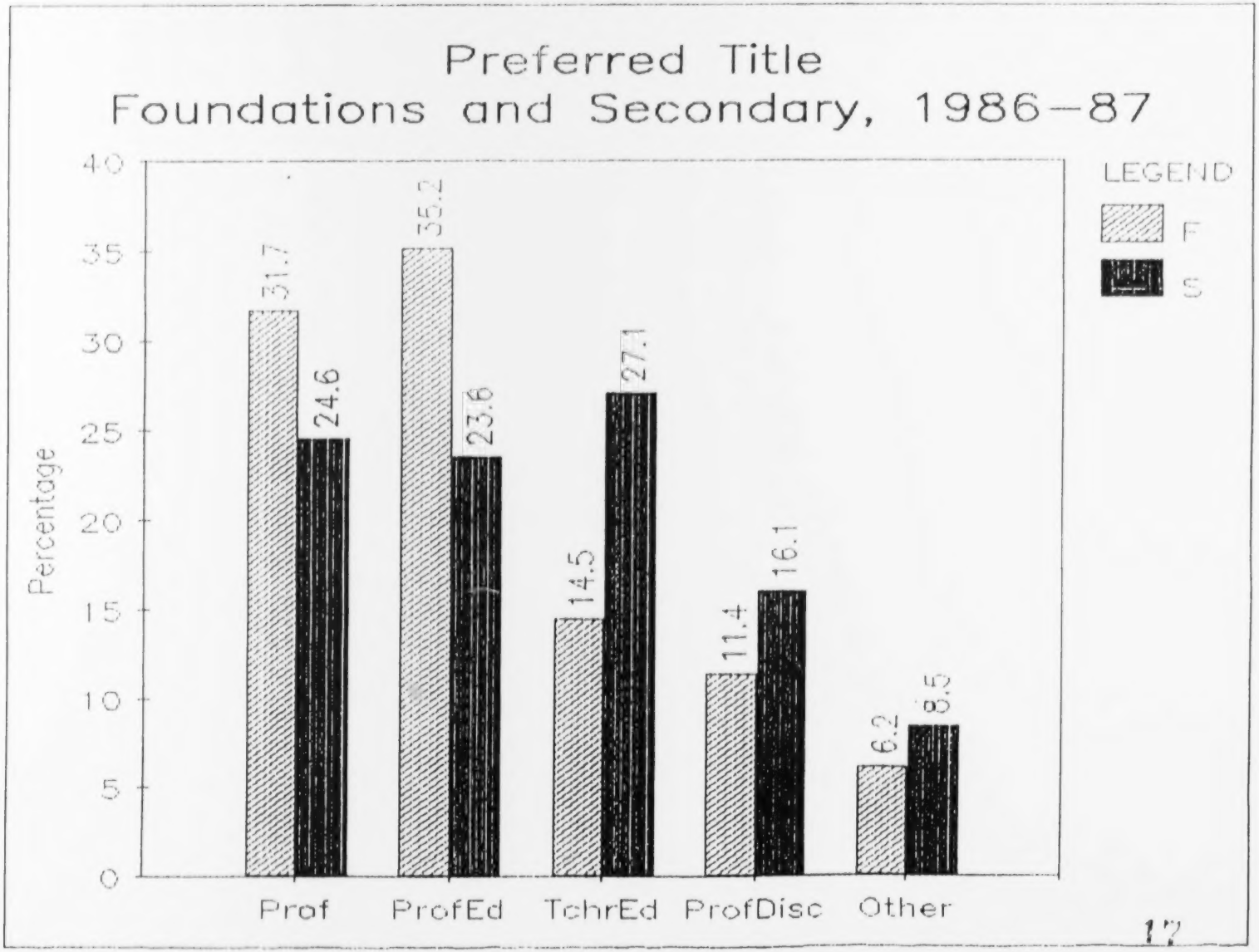

Preferred Title
Foundations and Secondary, 1986–87
Percentage
0
5
10
15
20
25
30
35
40
LEGEND
F
S
31.7
24.6
35.2
23.6
14.5
27.1
11.4
16.1
6.2
8.5
Prof
ProfEd
TchrEd
ProfDisc
Other

Figure 3

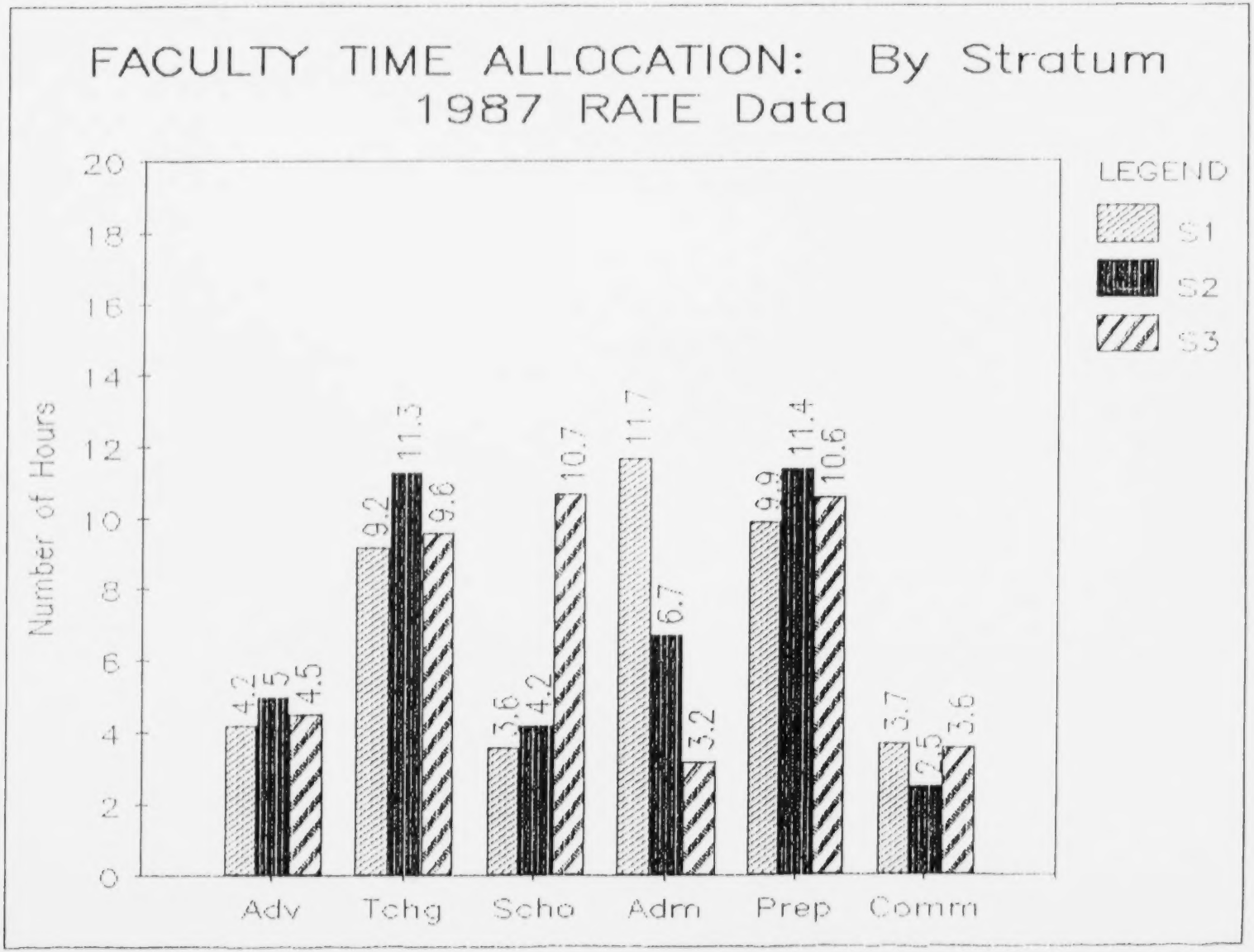

FACULTY TIME ALLOCATION: By Stratum
1987 RATE Data
Number of Hours
0
2
4
6
8
10
12
14
16
18
20
LEGEND
S1
S2
S3
4.2
5.0
4.5
9.2
11.3
9.6
3.6
4.2
10.7
11.7
6.7
3.2
9.9
11.4
10.6
3.7
2.5
3.6
Adv
Tchg
Scho
Adm
Prep
Comm

Figure 4

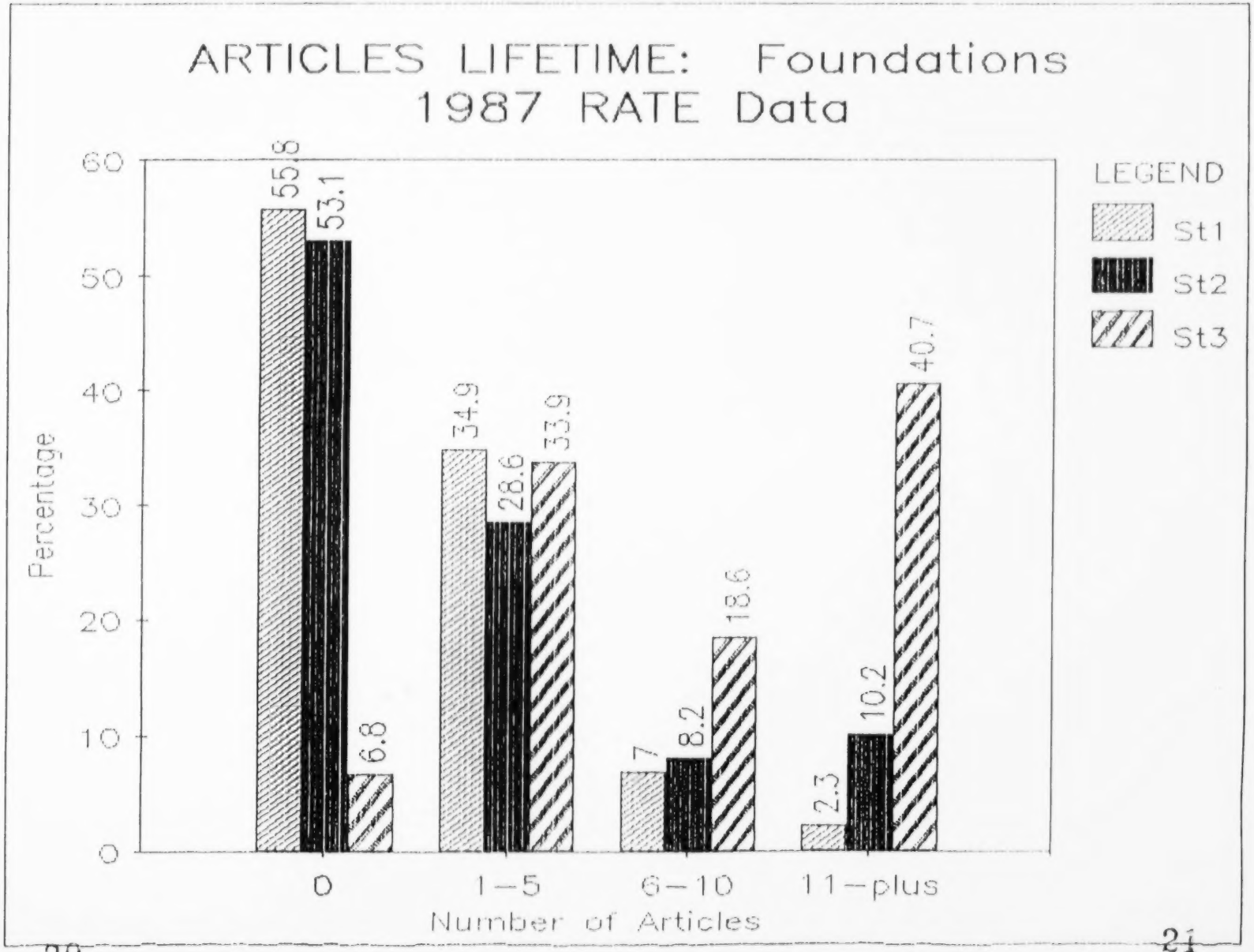
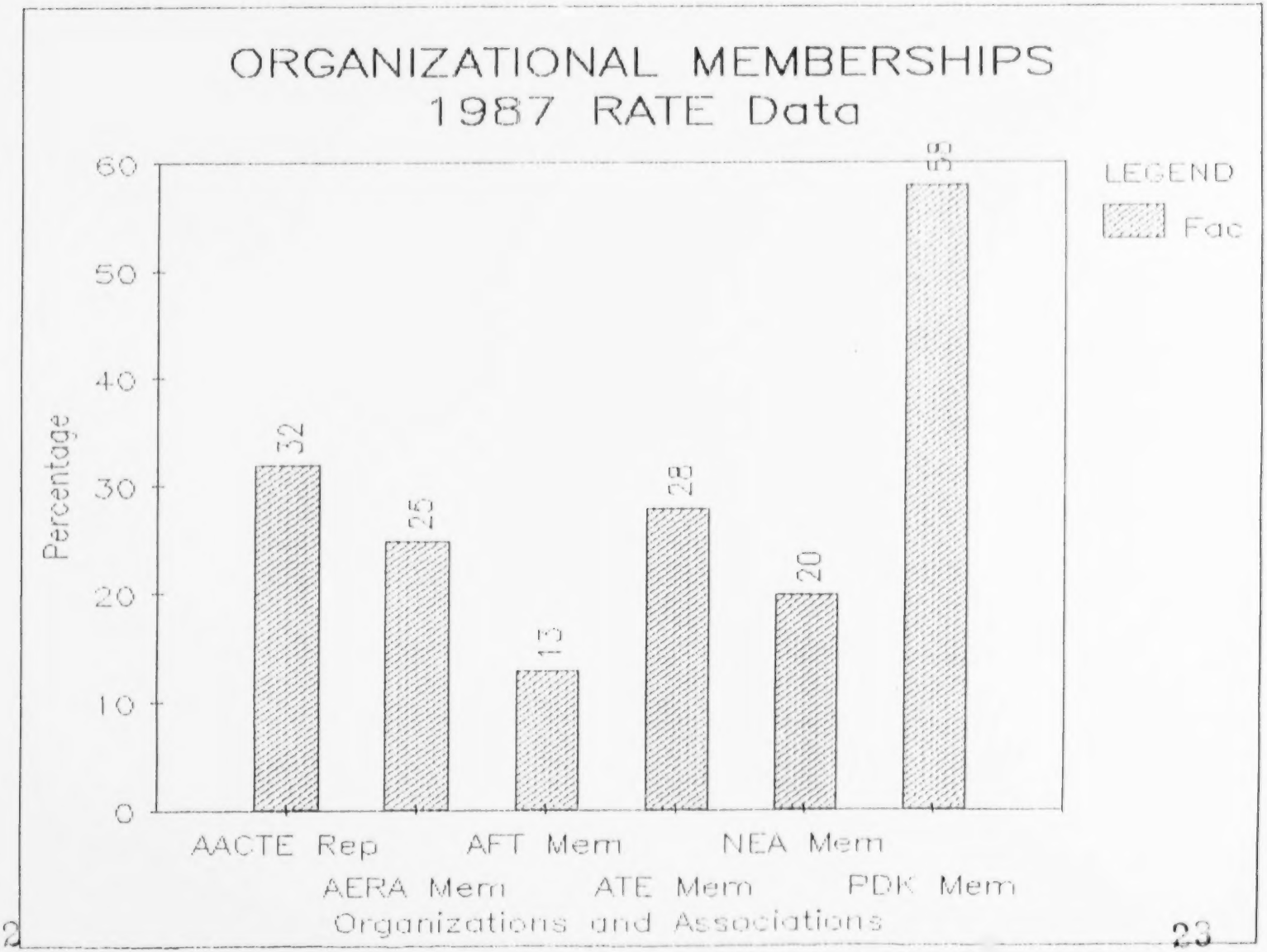
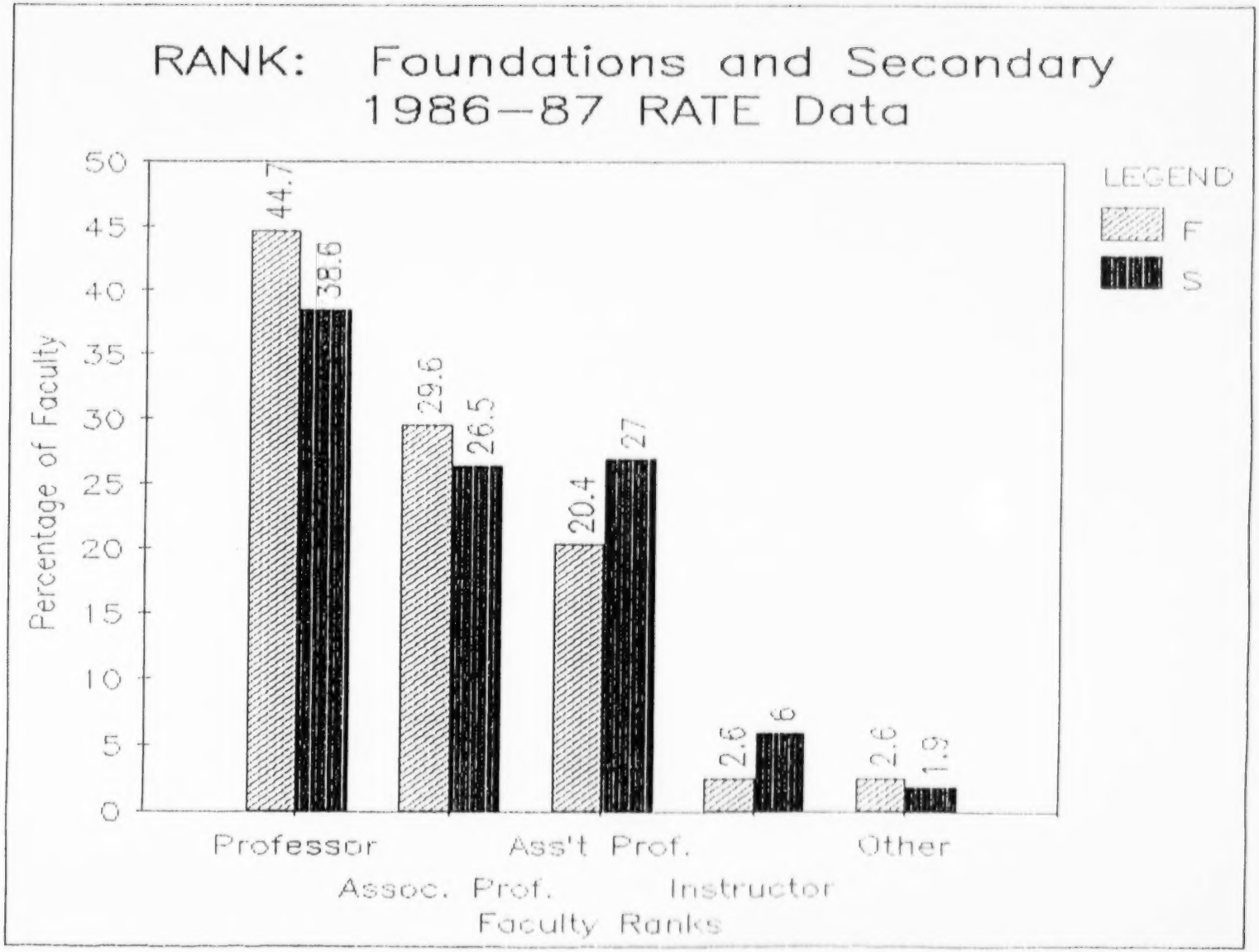

ARTICLES LIFETIME: Foundations
1987 RATE Data
LEGEND
St1
St2
St3
Percentage
0
10
20
30
40
50
60
55.6
53.1
6.8
34.9
28.6
33.9
7
8.2
18.6
2.3
10.2
40.7
0
1–5
6–10
11–plus
Number of Articles

Figure 5


ORGANIZATIONAL MEMBERSHIPS
1987 RATE Data
Percentage
60
50
40
30
20
10
0
32
25
13
28
20
59
LEGEND
Fac
AACTE Rep
AERA Mem
AFT Mem
ATE Mem
NEA Mem
PDK Mem
Organizations and Associations


RANK: Foundations and Secondary
1986–87 RATE Data
Percentage of Faculty
0
5
10
15
20
25
30
35
40
45
50
44.7
38.6
29.6
26.5
20.4
27
2.6
6
2.6
1.9
LEGEND
F
S
Professor
Assoc. Prof.
Ass't Prof.
Instructor
Other
Faculty Ranks

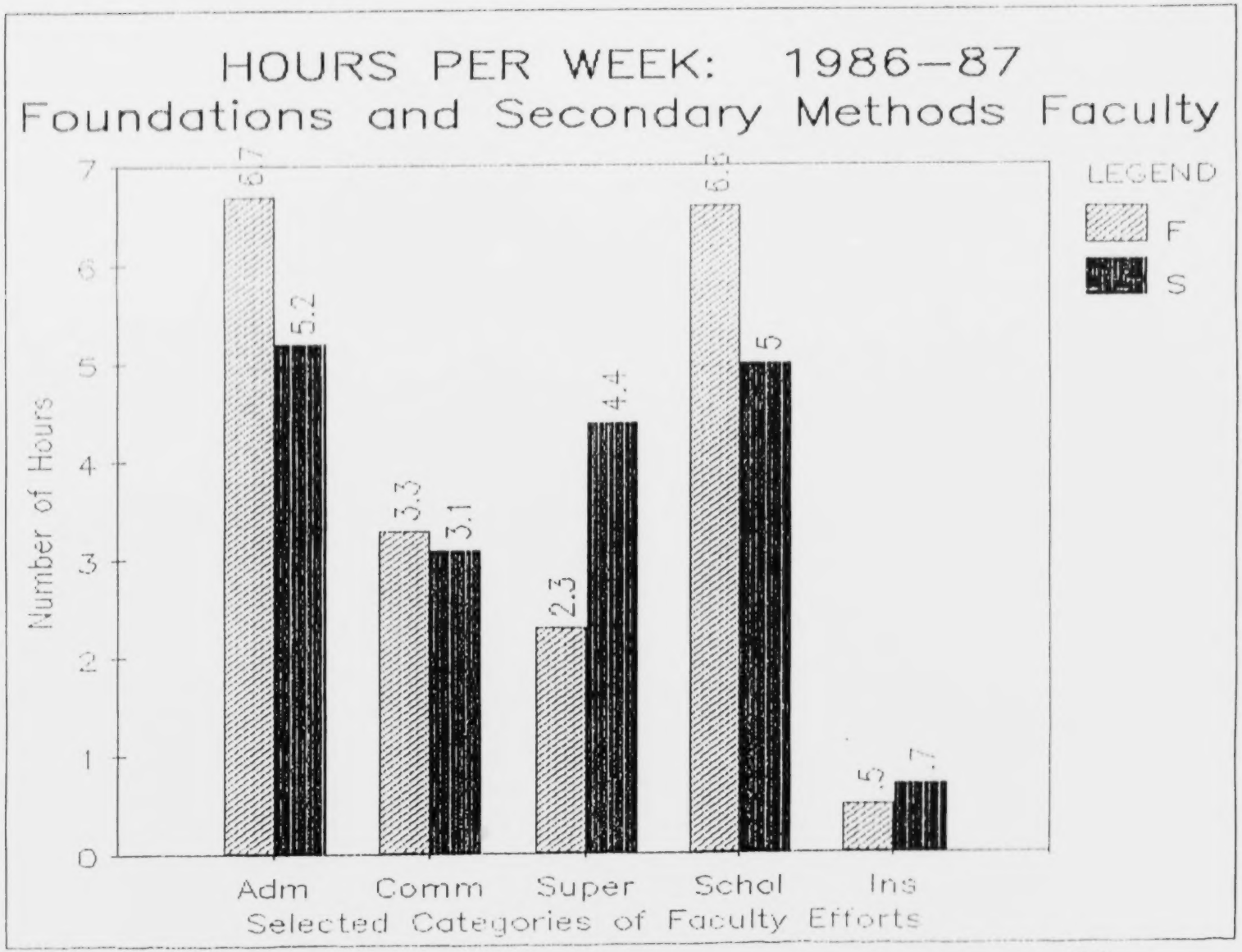
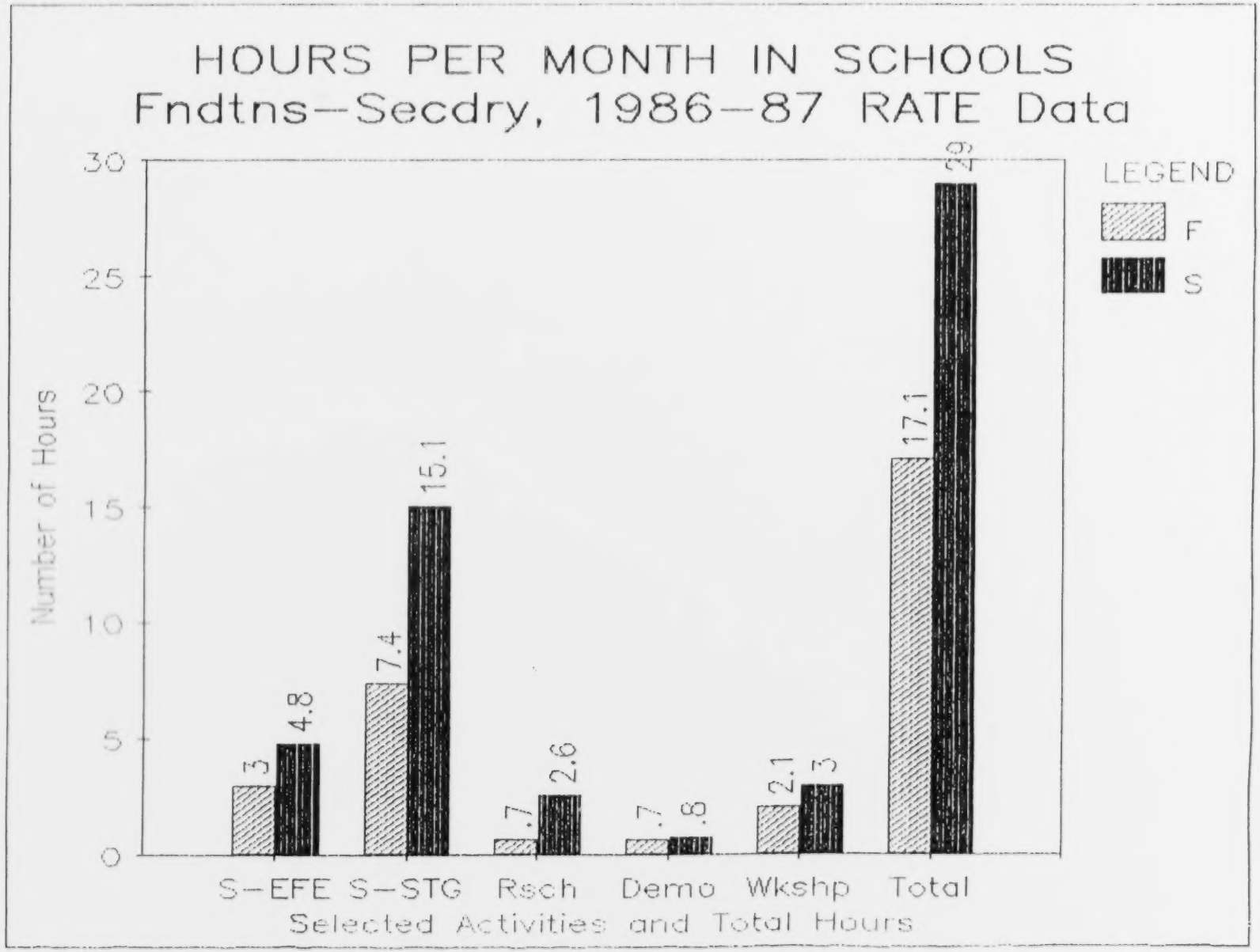

HOURS PER WEEK: 1986-87
Foundations and Secondary Methods Faculty
LEGEND
F
S
Number of Hours
0
1
2
3
4
5
6
7
6.7
5.2
3.3
3.1
2.3
4.4
6.6
5
.5
.7
Adm
Comm
Super
Schol
Ins
Selected Categories of Faculty Efforts

Figure 8


HOURS PER MONTH IN SCHOOLS
Fndtns–Secdry, 1986–87 RATE Data
Number of Hours
0
5
10
15
20
25
30
3
4.8
7.4
15.1
.7
2.6
.7
.8
2.1
3
17.1
29
LEGEND
F
S
S–EFE
S–STG
Rsch
Demo
Wkshp
Total
Selected Activities and Total Hours

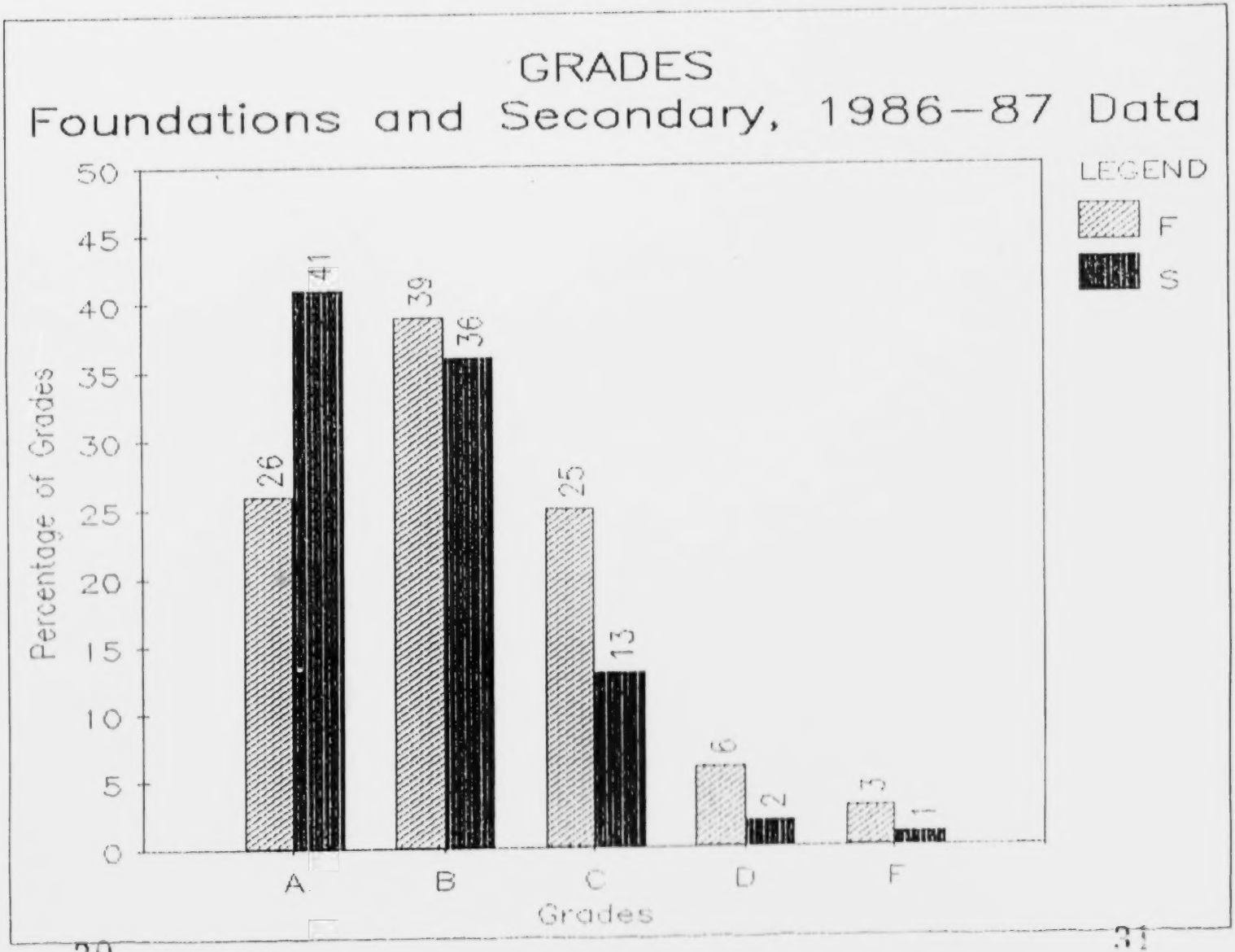
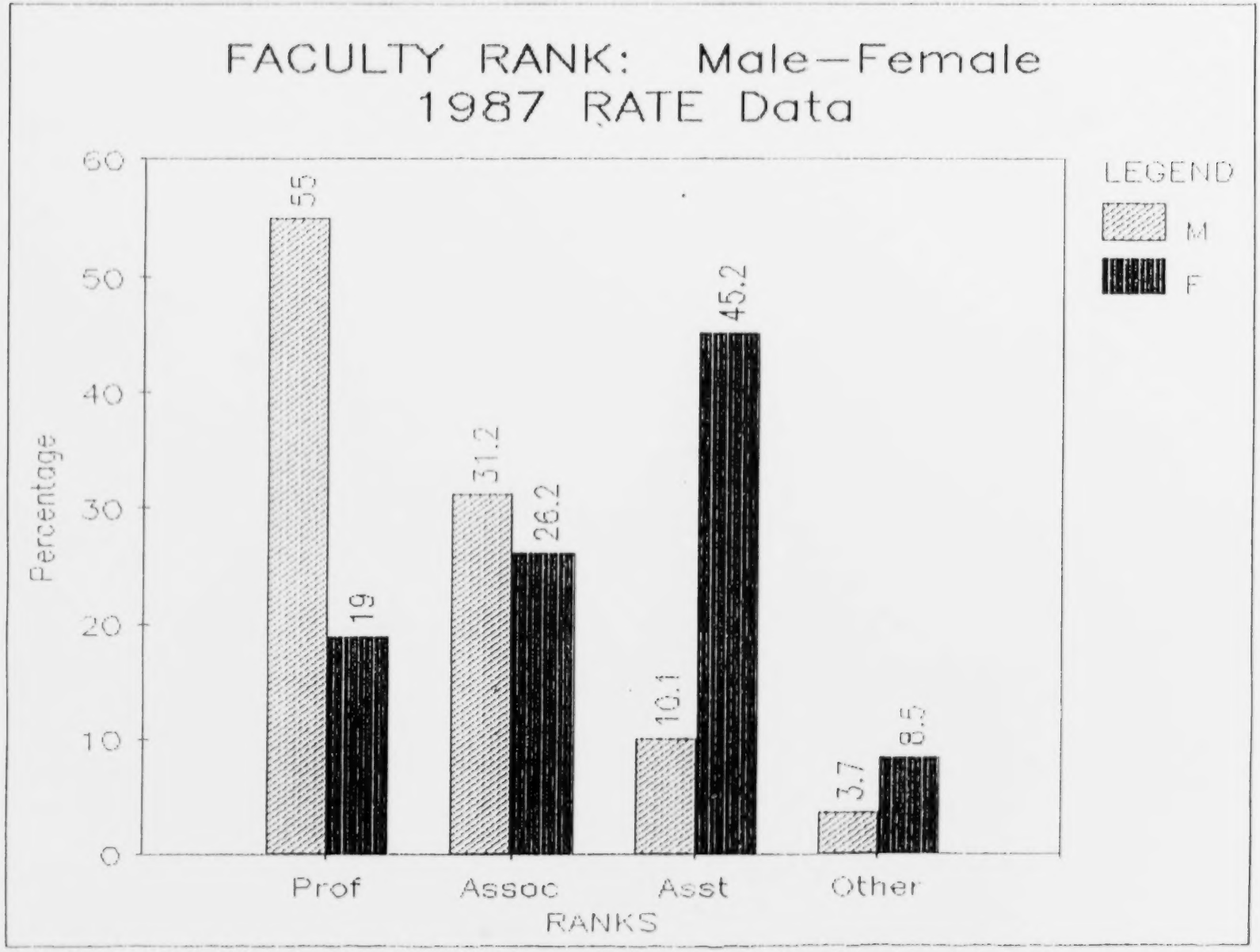
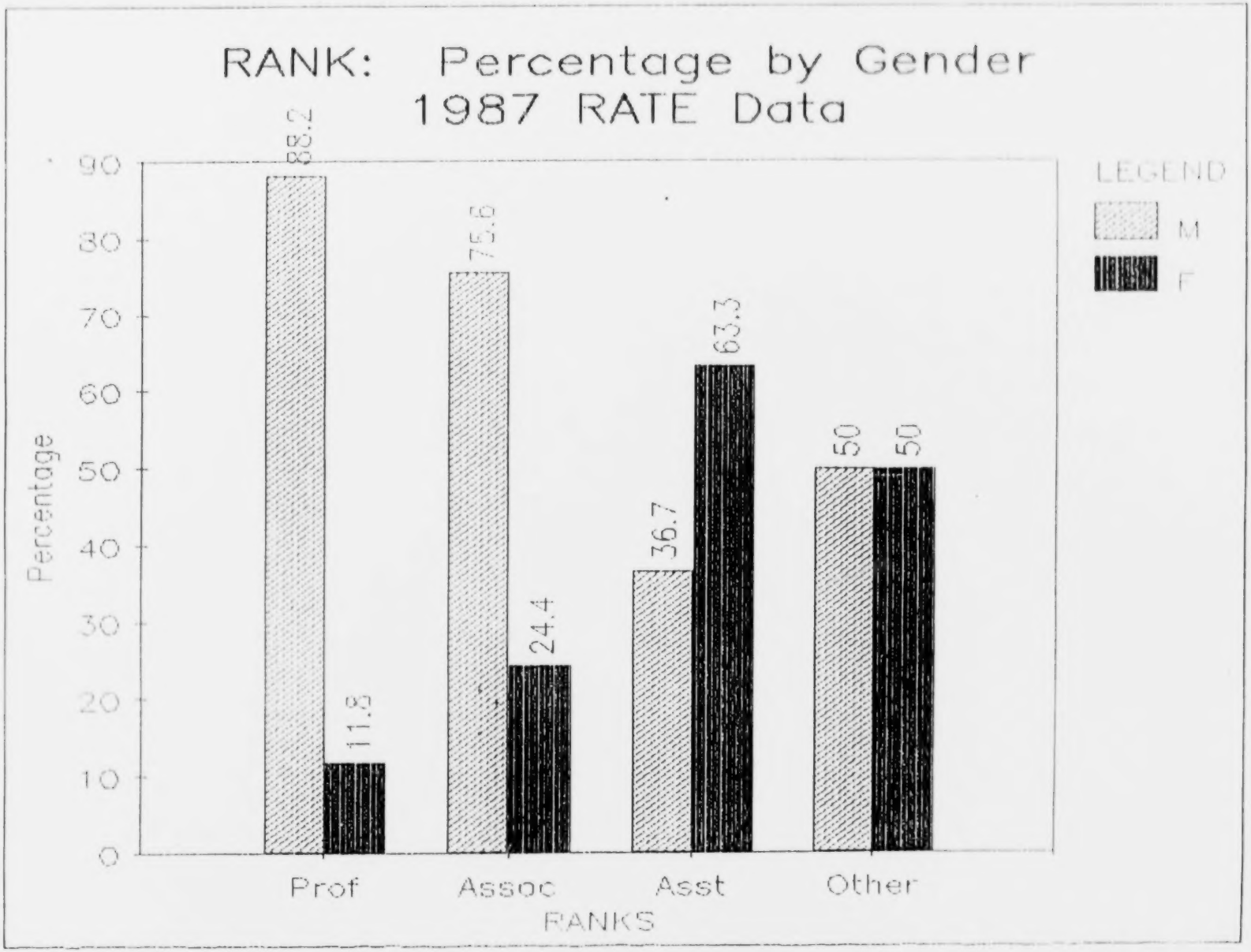
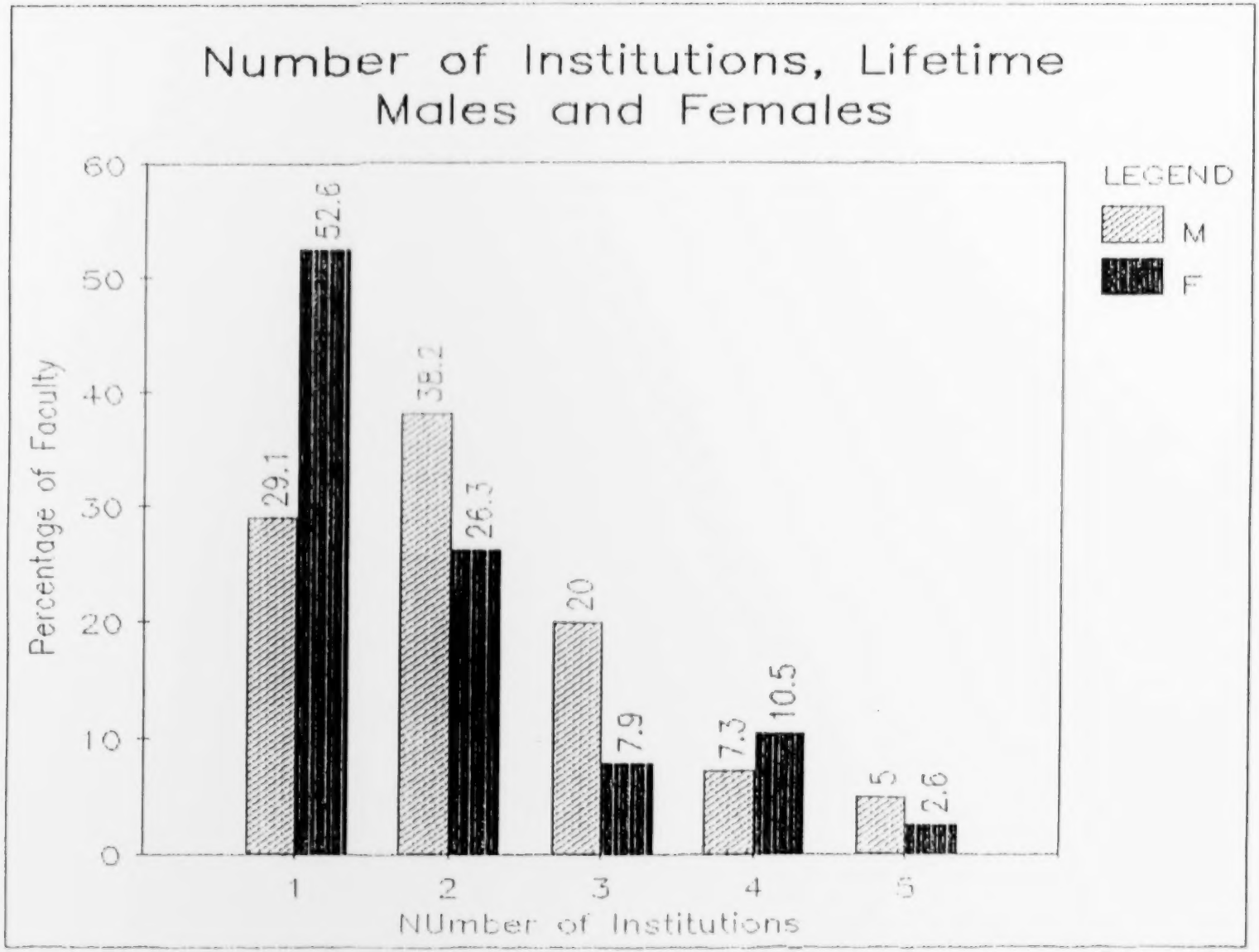
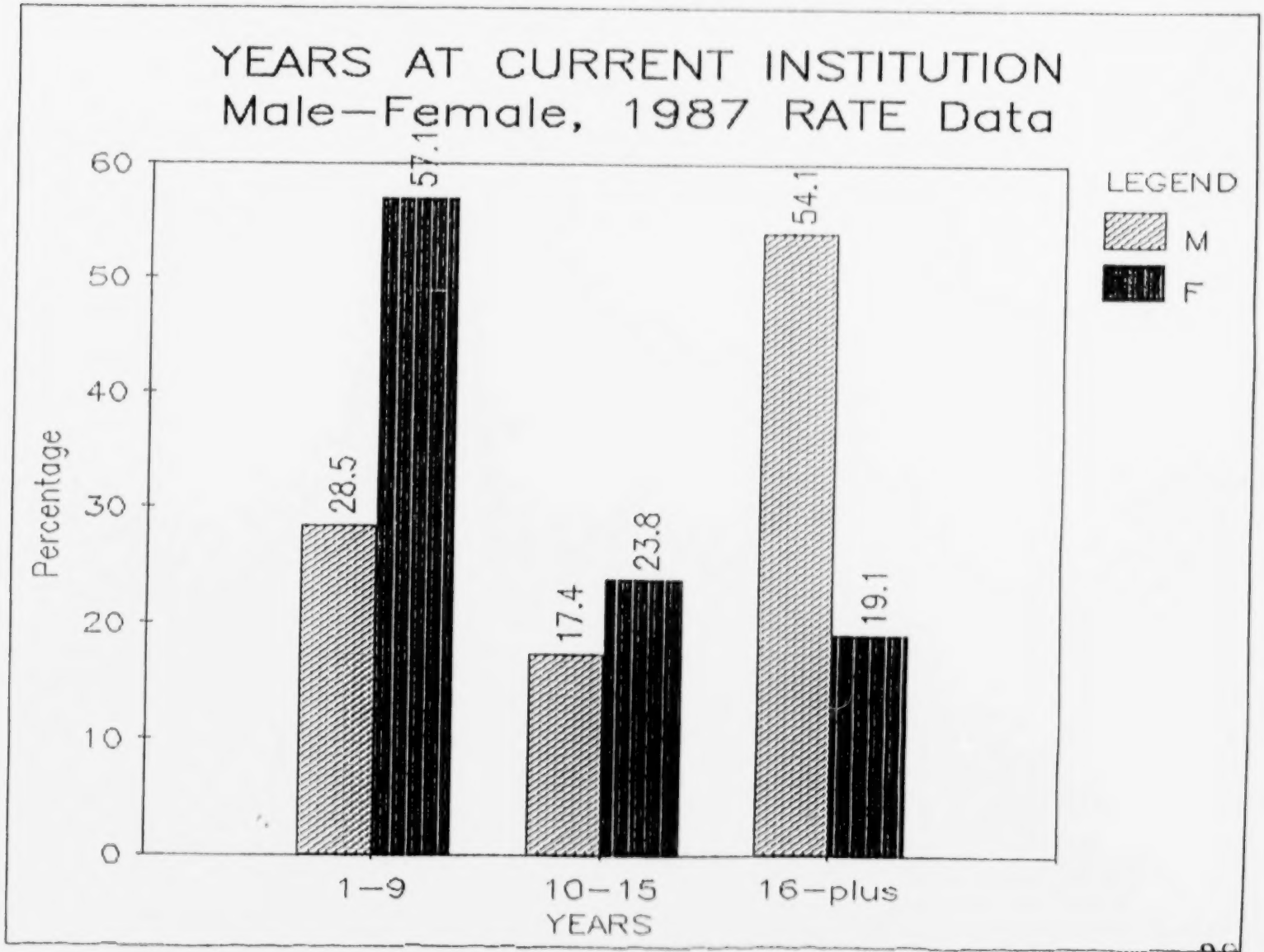

GRADES
Foundations and Secondary, 1986-87 Data
LEGEND
F
S
Percentage of Grades
50
45
40
35
30
25
20
15
10
5
0
26
41
39
36
25
13
6
2
3
1
A
B
C
D
F
Grades

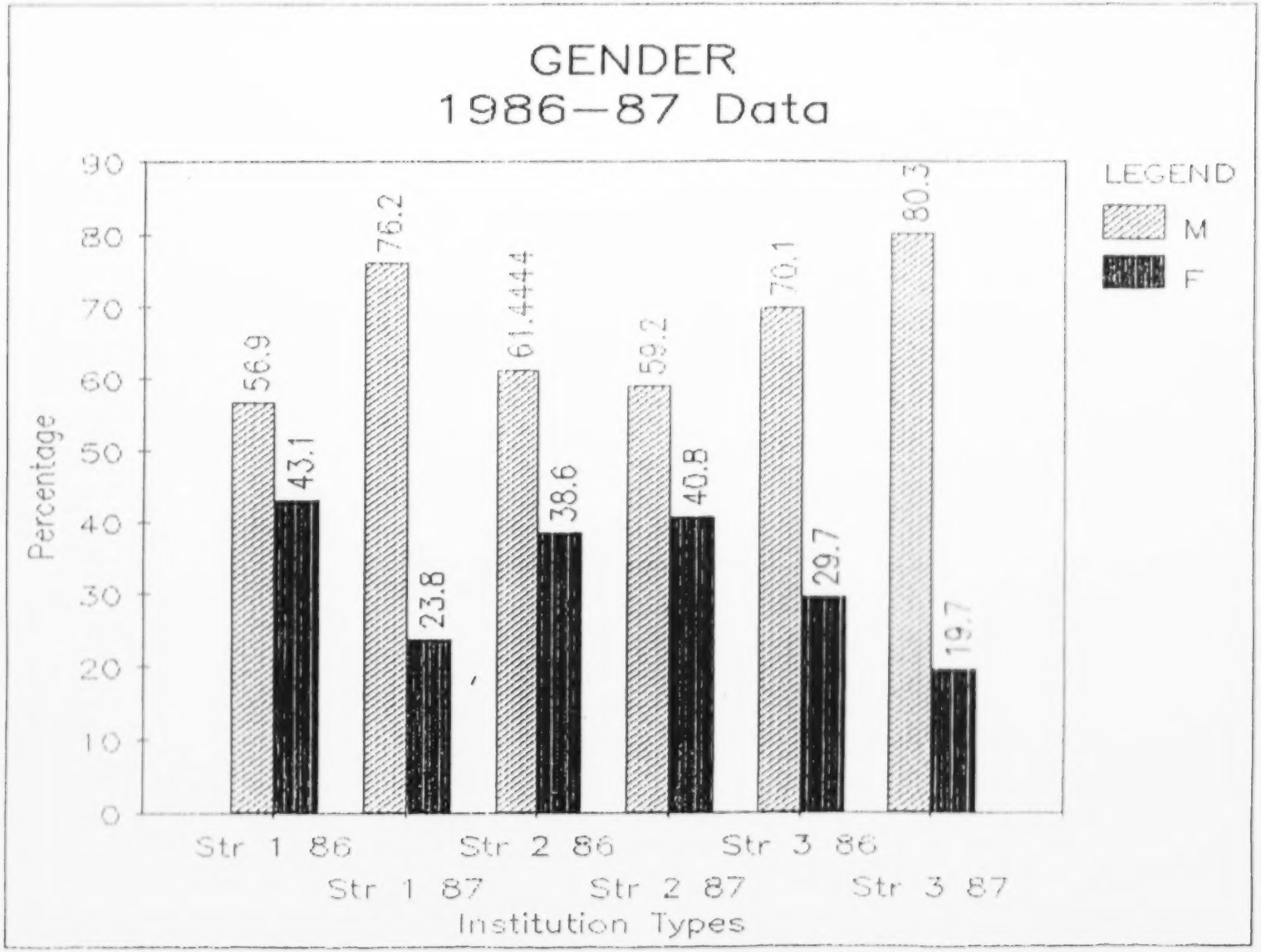
Figure 10


FACULTY RANK: Male—Female
1987 RATE Data
Percentage
60
50
40
30
20
10
0
55
19
31.2
26.2
10.1
45.2
3.7
8.5
Prof
Assoc
Asst
Other
RANKS
LEGEND
M
F


RANK: Percentage by Gender
1987 RATE Data
Percentage
0
10
20
30
40
50
60
70
80
90
88.2
11.8
75.6
24.4
36.7
63.3
50
50
Prof
Assoc
Asst
Other
RANKS
LEGEND
M
F


Number of Institutions, Lifetime
Males and Females
LEGEND
M
F
Percentage of Faculty
60
50
40
30
20
10
0
29.1
52.6
38.2
26.3
20
7.9
7.3
10.5
5
2.6
1
2
3
4
5
NUmber of Institutions


YEARS AT CURRENT INSTITUTION
Male–Female, 1987 RATE Data
Percentage
60
50
40
30
20
10
0
28.5
57.1
17.4
23.8
54.1
19.1
1–9
10–15
16–plus
YEARS
LEGEND
M
F


GENDER
1986–87 Data
Percentage
0
10
20
30
40
50
60
70
80
90
56.9
43.1
76.2
23.8
61.4444
38.6
59.2
40.8
70.1
29.7
80.3
19.7
LEGEND
M
F
Str 1 86
Str 1 87
Str 2 86
Str 2 87
Str 3 86
Str 3 87
Institution Types

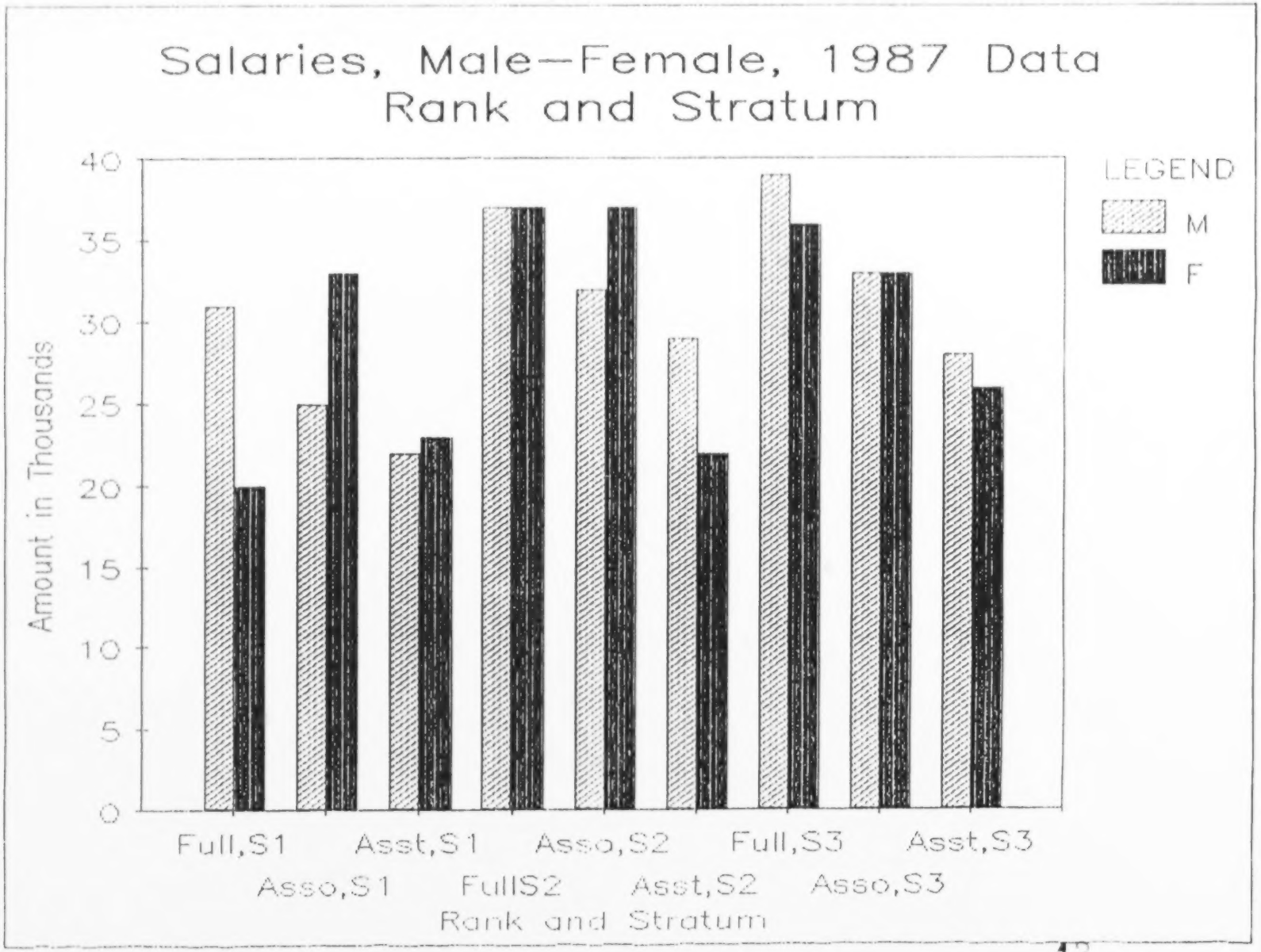
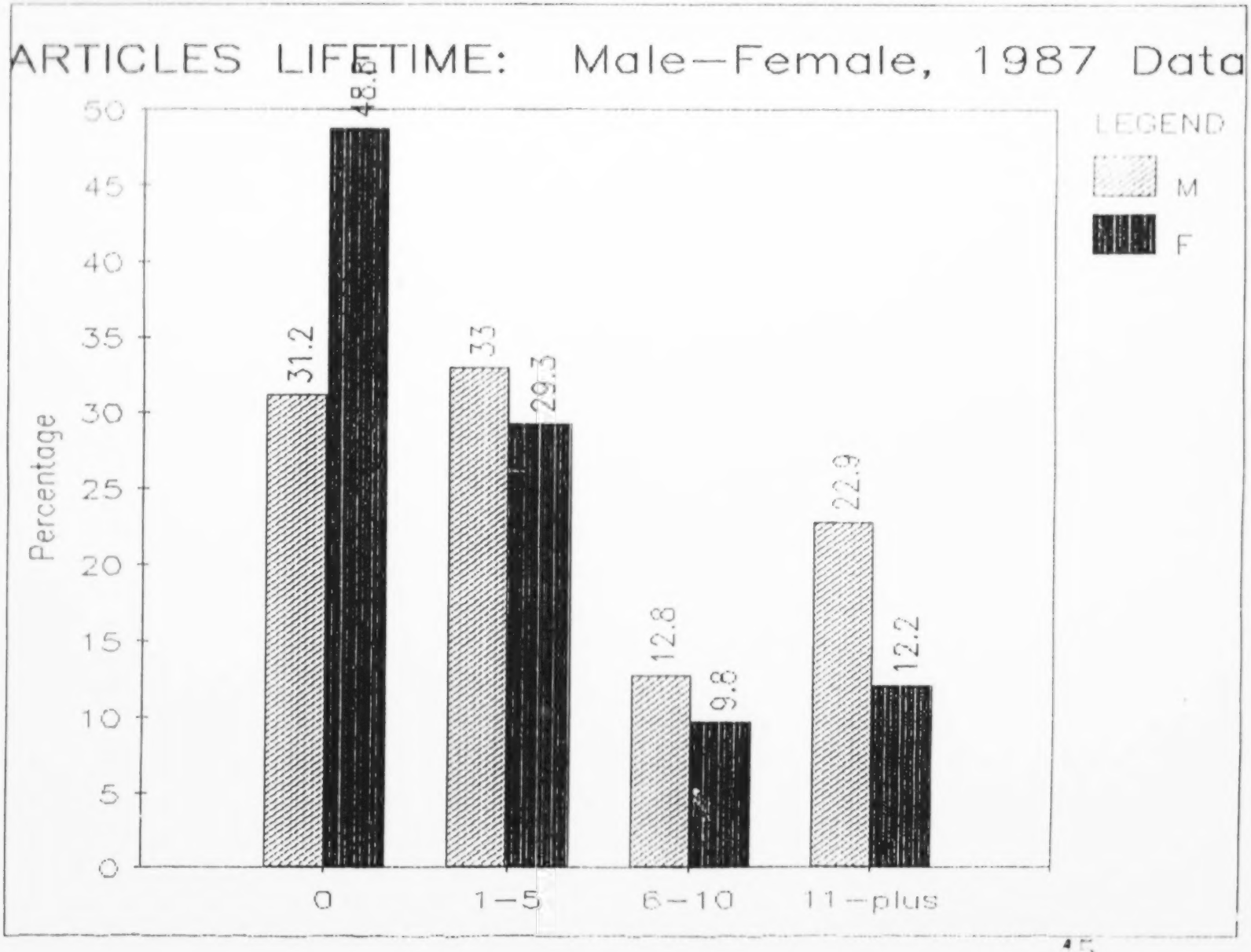

Salaries, Male—Female, 1987 Data
Rank and Stratum
Amount in Thousands
40
35
30
25
20
15
10
5
0
LEGEND
M
F
Full,S1
Asst,S1
Asso,S2
Full,S3
Asst,S3
Asso,S1
FullS2
Asst,S2
Asso,S3
Rank and Stratum

Figure 16


ARTICLES LIFETIME: Male—Female, 1987 Data
Percentage
50
45
40
35
30
25
20
15
10
5
0
31.2
48.8
33
29.3
12.8
9.8
22.9
12.2
0
1—5
6—10
11—plus
LEGEND
M
F